

INDIVIDUALIZED EDUCATION PROGRAM (IEP) §300.347(a-c)

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|---|--|---|------------------|------------------------------------|--------------------------------|--------------|
| Student's Full Name Gary Transition | | DOB 7/4/85 | Grade 11 | Student ID#2222222 | Date of IEP Meeting 09/4/01 | |
| Address 9999 W. Collegia Lane | | | City Ocotillo | | State AZ | Zip 85XYZ |
| Home Phone 602-555-5555 | | Work Phone 602-444-4444 | | Parent/Guardian Mama Transition | | |
| Primary Language of Home English | | Limited English Proficient <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | Language of Instruction English | | |
| School of Residence Ocotillo Unified School District | | | | School of Attendance same | | |
| Address 22222 W. Bougainvillea Ct. | | | | Address same | | |
| City/State/Zip Ocotillo, AZ 85XYZ | | | | City/State/Zip same | | |
| Documentation of Participation at IEP Meeting §300.344(a-c) | | | | | | |
| | | | | | | |
| Position/Relationship to Student | | Signature | | | Month/Day/Year | |
| Parent(s) | | Mama Transition | | | 09/04/01 | |
| Regular Education Teacher | | Reggie Class | | | 09/04/01 | |
| Special Education Teacher/Provider | | Ira Teach | | | 09/04/01 | |
| District/School Representative | | Eddie Administrator | | | 09/04/01 | |
| Individual to interpret instructional implications of evaluation results | | Eileen Evaluator | | | 09/04/01 | |
| Other at discretion of student, parent or district/school | | N. Corrections- Parole Officer; VR- Rich Jobs | | | 09/04/01 | |
| Student whenever appropriate | | Gary Transition | | | 09/04/01 | |
| Other | | | | | | |
| Statement of Transfer of Rights at the Age of Majority §300.347(c) | | | | | | |
| <p>At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).</p> <p>X Yes, Date: 09/04/01</p> | | | | | | |

STUDENT NAME: Gary Transition

DOB: 7/4/85

Present Levels of Educational Performance (PLEP) §300.347(a)(1)

Clearly specify the student's current levels of performance in academic, nonacademic, social, and emotional areas. Include a description of how the student's disability affects his/her involvement and progress in the general curriculum, including consideration of special factors. For preschool children, consider how the disability affects the student's participation in appropriate activities. Give consideration to school-to-adult life transition planning needs, including vocational training, employment, post school plans, and student preferences/interests. Provide a description in the PLEP of the student's current knowledge, skills, and abilities and experiences in relation to EACH of the post-school areas targeted. **(14 year olds, course of study, and 16 year olds, inter-agency linkages).**

Gary's preferences and interests (also embedded in the narrative below): Gary expressed interest in careers in the military and law enforcement. While working with a school counselor, he agreed to explore several technical and trade schools as well as meet with recruiters from the different branches of the military. Upon graduation, he stated that he would like to live in his own apartment with a roommate. When asked about his recreational interests, Gary stated that he enjoyed drawing and photography. Gary also stated that he enjoyed lifting weights with his friends.

Adult Living: Gary is currently living at home with his family. His mother states that he is not home very often. However, she went on to say that when he is home he contributes a great deal to the household. Mom reports that Gary actively cares for, and is very protective of, younger siblings and has assumed the male role in the household. Both Gary's mother and his teacher have noted his strong leadership skills and street smarts. Gary's mother and his teachers also expressed their concern for Gary's coping skills. He often resorts to violence and/or substance abuse when confronted with a problem.

Behavior: Gary's teachers state that the majority of the time he is well behaved in the classroom. In fact, they state that he often volunteers to help them with needed tasks. However, when confronted with a difficult task, particularly in Math class, Gary's teachers report that he becomes disruptive to the point that he is asked to leave the classroom. Gary has not abused the privilege of leaving the classroom and always returns promptly when he is calm, but he needs to develop skills that prevent his rise in agitation. Gary has had some involvement with the juvenile justice system. He is currently on probation and meets with his parole officer (PO) once a week on the school campus. His PO reports that Gary's behavior and attitude are improving and that he has been drug free for two months now. Gary receives counseling services through Value Options. Gary reports that he and his counselor are working on building his self-esteem and improving his problem-solving skills.

Cognition: Gary is a very bright and quick-witted young man. He has a good sense of humor and is enjoyed by his peers and his teachers. However, Gary often reports that drug use has affected his ability to remember certain math facts. Gary experiences difficulty understanding the relationship between his actions and the resulting consequences. Gary's teachers are working with him on understanding how the choices he makes lead to certain outcomes, both positive and negative. Gary's psycho-educational report indicates that he has a slightly above average IQ.

STUDENT NAME: Gary Transition

DOB: 7/4/85

Present Levels of Educational Performance (PLEP) §300.347(a)(1) continued

Communication: The majority of the time Gary communicates well with others. However, when Gary becomes frustrated, he often resorts to negative behaviors. He has expressed the desire to learn more positive ways of dealing with problems. Gary, his mom, and his teachers state the need for Gary to learn more positive methods of expressing his needs and frustrations, and to learn self-advocacy skills. Gary's behavioral health counselor has been an active member of the IEP team and has agreed to work with Gary on anger management techniques.

Community Experiences: Gary has had limited pro-social community experiences. Gary's PO, counselor, and teachers have been working with him on using his free time more constructively. Gary has always enjoyed drawing, weight lifting, and is now just getting interested in photography. Work in this area will focus on exploring coursework and community activities to meet his interests (e.g., Boys and Girls Club, YMCA, etc.).

Comprehensive Health: As mentioned previously, when stressed or frustrated, Gary used self-destructive coping skills. He frequently resorted to violence, drugs and alcohol. As a result of these destructive behaviors, Gary has missed a considerable amount of school. The stress and subsequent drug use have led to Gary feeling sick and depressed. Gary is currently in counseling to learn more constructive strategies for dealing with his emotions. He has been drug free for two months now and reports that he is feeling much better. He has met a friend through his Narcotics Anonymous group who have been helpful in his recovery. According to his mother, Gary is able to care for himself when he is sick but often does not realize how his behaviors contribute to his illnesses. The family is currently on AHCCCS. Upon graduation, Gary will need to find his own source of medical insurance.

Daily Living Skills: Gary's mother reports that he frequently helps with meal preparation and the feeding of his younger siblings. He occasionally helps with the grocery shopping as well. However, Gary's mom has noticed that he does not understand how to comparison shop for prices and whether or not he is getting a bargain while shopping. Gary's mom went on to say that he helps her with the laundry, ironing and other household chores. He is able to use basic household tools to make minor repairs. Both Gary's mother and his teachers notice that he takes pride in his appearance and practices good hygiene. Independent living skill assessments completed by Gary and his mother confirmed Gary's need to focus on bill paying and budgeting. Gary's teachers will work with him on developing more functional math skills needed for independent life.

Travel training assessments are positive, as Gary takes the city bus to and from school daily. However, Gary still needs to practice trip planning using the bus book and accompanying help line. Gary's resource teacher will work with him on learning how to trip plan.

As a result of staying out late with friends, Gary is often late to school. Gary reports that he has difficulty getting himself up in the morning independently. Although Gary regularly completes his school assignments, they are typically turned in late. Gary also reports that he avoids turning in assignments that he feels are difficult. Upon graduation, Gary plans on living independently with peers. Gary's PO and mother point out that he needs to learn to make better choices in peers prior to moving in to his own apartment. Gary will also need to learn to manage his time and develop a daily routine. Gary's mom, counselor, and teachers will work with him on his time management and self-advocacy skills, especially in the area of asking for assistance when needed.

Present Levels of Educational Performance (PLEP) §300.347(a)(1) continued

Employment/Workplace Skills: Last summer Gary participated in the WIA Summer Youth Employment Program. He successfully completed the employment program by working the afternoon shift at the Memorial Hospital as a custodian. SYEP staff stated that Gary was a hard worker and was very reliable. However, the providers did say that Gary at times experienced interpersonal issues with other employees while on the job. They noted that when given constructive feedback, Gary often became agitated and lost his temper. Gary's counselor and resource teacher/case manager will continue to work with Gary on developing alternative ways of expressing himself.

This year Gary continued his enrollment in JROTC and is taking a vocational education class focusing on law enforcement. Thus far, Gary and his instructors report that he enjoys his participation in these classes and is excelling. Gary's resource teacher/case manager will explore the possibility of Gary participating in a summer vocational internship program. She will also work with Gary to set up appointments to meet with several of the military recruiters.

Informal interest inventories yielded Gary's interest in careers in the military and law enforcement and his preference for working alone. The results of a self-advocacy skills assessment show that Gary needs to work on his understanding of assertiveness vs. aggressiveness and would benefit from role playing and learning some alternate methods of expressing himself. The VALPAR/Career Assessment and the ASVAB were administered and the results indicated Gary's strengths in the areas of bimanual finger dexterity and color-coding, as well as reveal his preference for variety. The ASVAB indicated a high communication score of 35 which is somewhat contrary to the results of other oral expression measures. Through both informal and formal assessment, it was determined that Gary is a visual and kinesthetic learner. A hands-on approach to learning, utilizing a variety of manipulatives and real-life experiences is preferred.

Written Expression: Although Gary has difficulty with verbal expression, criterion referenced tests and coursework demonstrate Gary's strength in written expression. Scores from the Stanford 9, the Woodcock Johnson-Revised (WJ-R), and the Wechsler Individual Achievement Tests (WIAT) confirm Gary's strengths in written expression. He reports enjoying writing assignments that allow him the time to organize his thoughts clearly. He has excelled in composition classes and on journaling assignments. Gary is a perfectionist and rewrites drafts over and over. As a result, his handwriting is neat and legible.

Reading: Gary is reading and comprehending grade level material. He reports that he enjoys reading, especially war stories. Scores from the Stanford 9, the WJ-R and the WIAT indicate that Gary's reading skills are in the average range and commensurate with his same age peers.

Mathematics: Gary struggles in the areas of math computation and math reasoning skills. In the past, Gary has used a calculator as a modification in math classes and has needed extra time to take math tests. However, these math accommodations will not be sufficient as Gary progresses into higher level math courses which require higher level reasoning skills. Gary will require modifications in performance objectives/benchmarks and math curriculum as specified on page 11 under "Modifications...". Scores from the Stanford 9, WJ-R & the WIAT indicate that Gary's math skills fall in the "below average" range with standard scores ranging from 72-80. Gary has difficulty understanding functional Math concepts such as balancing a checkbook, budgeting and bill paying. Independent living skills assessments indicate a strong need in this area which is matched by Gary's desire to learn these skills.

STUDENT NAME: Gary TransitionDOB: 7/4/85**Present Levels of Educational Performance (PLEP) §300.347(a)(1)****How the student's disability effects involvement / progress in the general curriculum:**

Due to Gary's specific learning disability in mathematics and his challenges with controlling his behavior in stressful situations, Gary is not able to participate in the general curriculum for 50 minutes per day, during which time he receives specially designed instruction in a resource classroom. This instruction includes functional math skills support, self-advocacy training, career exploration, adult and daily living skills, and other instruction directly related to Gary's specific IEP goals. Gary requires accommodations in his general education classes and on assessments, as indicated under "Accommodations and Modifications for Instruction and Assessment" on page 11 of this document.

Interagency linkages: See paragraph on page 9 under "Statement of Needed Transition Services"

Consideration of Other Factors §300.346(a)(2)

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|---|---|
| The need for assistive technology devices and services has been considered. If needed refer to PLEP, goals, services, supports, or accommodations and modifications. | <input checked="" type="checkbox"/> Not Needed <input type="checkbox"/> Needed |
| The communication needs of the student have been considered. If needed refer to PLEP, goals, services, supports, or accommodations and modifications. | <input checked="" type="checkbox"/> Not Needed <input type="checkbox"/> Needed |
| For a student whose behavior impedes his/her learning, or that of others, positive behavioral interventions, strategies, and supports have been considered. If needed refer to PLEP, goals, services, supports, or accommodations and modifications. | <input type="checkbox"/> Not Needed <input checked="" type="checkbox"/> Needed |
| For a student with Limited English Proficiency, the effect of his/her language needs have been considered. (Is student LEP ? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N) If needed refer to PLEP, goals, services, supports, or accommodations and modifications. | <input checked="" type="checkbox"/> Not Needed <input type="checkbox"/> Needed |
| For a student who is blind or visually impaired, instruction in Braille, or the use of Braille has been considered. If needed refer to PLEP, goals, services, supports, or accommodations and modifications. (If braille not needed attach an explanation) | <input checked="" type="checkbox"/> Not Needed <input type="checkbox"/> Needed |
| For a student who is deaf or hard of hearing, his/her need for communicating with peers and professional personnel in his/her mode of communication have been considered. (Is student HI? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N) If needed refer to PLEP, goals, services, supports, or accommodations and modifications. | <input checked="" type="checkbox"/> Not Needed <input type="checkbox"/> Needed |

Measurable Annual Goals, Short Term Objectives, or Benchmarks §300.347(a)(2)

Attach as many copies of this page as needed

Measurable Annual Goal 1 (ESY? ☐ Y ☒ N)

Gary will identify and demonstrate at least 4 strategies to manage conflict and express needs, wants and feelings in healthy ways.

Benchmarks or short-term objectives:

1) Gary will demonstrate healthy ways to express needs, wants and feelings, and identify a variety of ways to deal with them constructively and appropriately (*Standard: Comprehensive Health Standard 5, Foundations Level 4, p.o. 1-2*).

2) Gary will identify negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict (*Standard: Comprehensive Health Standard 5, Foundations Level 7, p.o. 1-2*).

3) Gary will demonstrate refusal and negotiation skills to enhance health (*Standard: Comprehensive Health Standard 5, Foundations level 2, p.o. 2 and 3*).

4) Gary will identify and demonstrate strategies to manage conflict in healthy ways (*Standard: Comprehensive Health Standard 5, Essentials level 3, p.o. 1 and 2*).

5) Gary will identify and demonstrate at least 4 ways to communicate care, consideration and respect of self and others to enhance health (*Standard: Comprehensive Health Standard 5, Proficiency level 1, p.o. 2 and 3*).

6) Gary will identify the causes of conflict among youth and adults in school and community, and demonstrate refusal, negotiation, mediation and collaboration skills to manage conflict (*Standard: Comprehensive Health Standard 5, Proficiency level 2, p.o. 1, 2 and 3*).

7) Gary will negotiate solutions to at least 4 identified conflicts and will demonstrate the skill of constructive feedback in at least 4 different situations in school and on job site (*Standard: Workplace Skills/Employment Standard 4, Proficiency level 4 & 8, p.o. 1 & 2*).

Measurable Annual Goal 2 (ESY? ☐ Y ☒ N)

As evidenced through curriculum based measures, Gary will use number and computation skills to solve a variety of real-world problems with at least 90% accuracy.

Benchmarks or short-term objectives:

1) Gary will use computation skills to keep track of expenses and balance a checkbook. (*Standard: Math Standard 2-Data Analysis and Probability, Foundations level 3, p.o. 4*)

2) Gary will use computation, data collection and analysis to compute costs of purchases when shopping and compare costs to get the best bargain (*Standard: Math Standard 2-Data Analysis and Probability, Foundations level 3, p.o. 4*)

3) Gary will create and follow an established budget to manage personal/household expenses (*Standard: Math Standard 2-Data Analysis and Probability, Foundations level 3, p.o. 5 and Workplace Skills 8, Proficiency level 2*)

Measurable Annual Goals, Short Term Objectives, or Benchmarks §300.347(a)(2)

Attach as many copies of this page as needed

Measurable Annual Goal 3 (ESY? ☐ Y ☒ N)

Given instruction in teamwork skills and providing/accepting constructive feedback, Gary will improve his inter-personal relationships with co-workers and supervisors on the job to a rating of 90% or higher on a weekly evaluation form that he will develop with his teacher/caseworker.

Benchmarks or short-term objectives:

1) Gary will demonstrate teamwork skills necessary for positive group dynamics by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure (*Standard: Workplace Skills/Employment Standard 4, Foundations level 3, p.o.1*).

2) Gary will demonstrate his understanding of the importance of dependability, trustworthiness, productivity and initiative when interacting with others by exhibiting these characteristics and by interacting collaboratively to obtain team results (*Standard: Workplace Skills/Employment Standard 4, Foundations level 1, p.o. 1 & 3*).

3) Gary will demonstrate the ability to work with others from diverse backgrounds by working well with others and teaching others new skills (*Standard: Workplace Skills/Employment Standard 4, Proficiency level 1-2, p.o.3-4*).

4) Gary will provide and receive constructive feedback to/from co-workers and supervisors without losing temper (*Standard: Workplace Skills/Employment Standard 4, Proficiency level 5, p.o. 2*).

Measurable Annual Goal 4 (ESY? ☐ Y ☒ N)

Given instruction in self-determination and self-advocacy skills, Gary will advocate for his needs appropriately as evidenced by ratings of his teachers, counselors, and supervisors on a self-developed self-advocacy rating form.

Benchmarks or short-term objectives:

1) Gary will notify his teachers of the accommodations he needs to be successful in his classes.

2) Gary will accurately describe his disability to those who need the information to assist him.

3) Gary will identify his rights under the Americans with Disabilities Act.

4) Gary will identify the difference between assertiveness and aggressiveness and will demonstrate assertiveness skills when advocating for himself.

5) Gary will ask for assistance in all areas when it is needed.

6) With his teacher/casemanager, Gary will develop evaluation forms for his teachers, counselors and job supervisors to use to provide him with feedback regarding his goals.

7) Gary will assist his teacher/casemanager in preparations for his next IEP meeting, including present levels of performance, goals, modifications/accommodations, and meeting invitations.

8) Gary will lead his next IEP meeting.

Measurable Annual Goals, Short Term Objectives, or Benchmarks §300.347(a)(2)

Attach as many copies of this page as needed

Measurable Annual Goal 5 (ESY? ☐ Y ☒ N)

Gary will explain how behavior impacts health maintenance, disease prevention, personal and professional well-being and will demonstrate at least three effective strategies for reducing the probability of involvement in risky health behavior.

Benchmarks or short-term objectives

- 1) Gary will explain how behavior impacts health maintenance and disease prevention (ability to prevent homicide, suicide, accident and illness) (*Standard: Comprehensive Health Standard 1, Proficiency level 1, p.o. 1-2*).
- 2) Gary will explain the impact of personal health behaviors on personal and professional well being and will describe how to reduce the risk of potential health problems (sleep, nutrition, exercise, sexual and substance abuse) (*Standard: Comprehensive Health 1, Proficiency level 3, p.o. 1-2 and Workplace Skills 8, Proficiency level 3, p.o. 1-2*).
- 3) Gary will describe the relationship among an individual's abuse of substances and the impact on self, the family system, economy and society as a whole (*Standard: Comprehensive Health 1, Proficiency level 7, p.o. 1-4*).
- 4) Gary will explain the short and long-term consequences of responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs) (*Standard: Comprehensive Health 3, Proficiency level 3, p.o. 1-3, and Comprehensive Health 6, Proficiency level 3, p.o. 1*).
- 5) Gary will identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress, and how both relate to personal and career satisfaction (*Standard: Workplace Skills 8, Proficiency Level 4, p.o. 1*)

Measurable Annual Goal 6 (ESY? ☐ Y ☒ N)

Gary will identify and demonstrate the behavior skills (self-management skills) necessary to maintain a physically active lifestyle and will make a plan for enhancing health and reducing health risks.

Benchmarks or short-term objectives

- 1) Gary will develop an effective plan for achieving and maintaining personal health goals which includes the goal setting and time management skills needed to accomplish this plan. (*Standard: Comprehensive Health 6, Proficiency level 4, p.o. 1-2 and Comprehensive Health 3, Proficiency level 2, p.o. 2 and Workplace Skills 8, Proficiency level 1, p.o. 1*)
- 2) Gary will execute the above plan and will keep track of his progress. (*Standard: Comprehensive Health 7, Proficiency level 3, p.o. 1*).
- 3) Gary will identify attitudes associated with regular participation in physical activities (motivation, prioritizing, dedication and self-discipline) (*Standard: Comprehensive Health 7, Proficiency level 2, p.o. 1, 2 and 3*).

STUDENT NAME: Gary TransitionDOB: 7/4/85

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|---|---|---|
| Statement of Transition Service Needed §300.347(7)(B)(1) <i>(See attached course descriptions in Appendix A at the end of this document)</i> | | |
| Statement of transition service needed that focuses on the courses of study, developed by the age of 14 and updated annually | | |
| Freshman: English 1-2, Intro to Algebra/Geometry 1-2, Algebra Lab, Biology 1-2, World History/Geography, Health Education, Photography 1-2, Learning Strategies (ESS) | | |
| Sophomore: English 3-4, Mathematics 3-4, Earth Science, US/Arizona History, Intro to Family and Consumer Sciences, AIMS Math Prep, Intro to Leadership (JROTC), Learning Strategies (ESS) | | |
| Junior: English 5-6, Integrated Algebra 1-2, Economics, Work Experience, Quest 1-2, Lifetime Sports/Weightlifting, Intermediate Leadership (JROTC), Transition Skills (ESS) | | |
| Senior: English 7-8, Work Experience, Human Relations 1-2, Applied Leadership (JROTC), Drawing 1-2, Transition Skills-ESS | | |
| Statement of Needed Transition Services §300.347(7)(b)(2); §300.348(a-b) Beginning by age 16, or younger if appropriate, indicate which goals are related to each need area; or describe the plan for providing transition services in the appropriate areas including interagency responsibilities or any needed linkages. | | |
| Instruction: <i>Junior and Senior Years:</i> self-advocacy training/student-led IEP techniques (Goal 4), problem-solving skills, anger management skills (Goals 1 & 3), functional Math skills (Goal 2), and transfer of rights under IDEA (Goal 4), and career exploration (all in Transition Skills class). Decision-making (Goal 1), substance abuse (Goal 5), self-awareness and goal-setting (Goal 4), personal finances (Goal 2), and careers (Goal 3) (covered in Quest 1-2 and Human Relations 1-2 classes). | | |
| Related Services: <i>Junior and Senior Years:</i> counseling in the areas of anger management, self-esteem, problem-solving skills, time management, control of emotions/self-expression, trust issues, and career counseling (school counseling and BHS). | | |
| Community experiences: <i>Junior and Senior Years:</i> membership and participation in a community club (YMCA or Boys and Girls Club), trip planning and rides on the city bus, visit the bank to learn about checking accounts, continue grocery shopping and learn how to comparison shop (Transition Skills Class). | | |
| Development of Employment: <i>Junior Year:</i> Begin eligibility process for Vocational Rehabilitation services, continue to learn about work maturity skills through classroom instruction (specifically interpersonal communication skills, problem-solving skills and job-seeking skills) (Goals 1, 3, & 4), begin application process for the Vocational Internship Program (Transition Skills Class), participate in school sponsored tours of vocational/technical schools, meet with military recruiters at the school job/career fair. <i>Senior Year:</i> Sign up for services through Vocational Rehabilitation and continue work in areas above. | | |
| Development of Adult Living Objectives: <i>Junior Year:</i> Learn how to apply for a new social security card, obtain a driver's license, complete tax forms and where to get help- both financial and legal (Transition Skills Class). <i>Senior Year:</i> Learn how to sign up for selective service; develop a portfolio and learn how to access adult services, learn how to complete voter registration and where to vote (Transition Skills Class). | | |
| Development of Daily Living Skills: <i>Junior Year:</i> Learn about self-care, developing a daily routine, accessing a positive support network when needed (Goals 5 & 6), learn rights under the Americans with Disabilities Act (Goal 4), and budget planning (Goal 2) (Transition Skills Class). <i>Senior Year:</i> Learn how to balance a checkbook, fill out apartment application forms, visit prospective apartment complexes, set up utilities, pay bills, budget planning (Transition Skills Class). | | |
| Interagency Linkages: <i>Junior Year:</i> Gary, his mother, and the IEP team will continue to work closely with Juvenile Probation and Behavioral Health Services/Value Options to provide services for Gary. Gary, his mother, and the resource teacher/case manager will begin exploring the eligibility process for adult service and community agencies [e.g., Vocational Rehabilitation, Local Independent Living Center (e.g., ABIL, New Horizons, DIRECT, etc), and Big Brothers] and learning about what services they could provide. Gary and his mother will visit and select a community recreation center-YMCA or Boys & Girls Club. <i>Senior Year:</i> Begin signing up for services from appropriate adult agencies listed above. | | |
| X Vocational Training Vocational Rehabilitation Explore Military and Law Enforcement Options | X Independent Living Would like to live on own in an apartment, Local Independent Living Center (ILC) | X Other TASC (Substance Abuse Testing and Counseling) |
| X Integrated Employment Summer Youth Employment, Vocational Internship Program | X Community Participation/Leisure River Rampage (Outdoor Adventure Program), programs through Big Brothers, YMCA or Boys & Girls Club | X Adult Services Behavioral Health Services, Vocational Rehabilitation |
| <input type="checkbox"/> Continuing and Adult Education | <input type="checkbox"/> Post Secondary Education N/A at this time | X Other Weekly contact with probation officer |

| Service | Activity/Strategy | Agency Responsible | Start Date | End Date |
|----------------------------------|--|--|------------|----------|
| Education/Instruction | Teach problem solving and anger management, math, self-advocacy, work maturity skills | LEA | 09/04/01 | 09/04/02 |
| Community Experience | Membership in community club, visit bank, grocery shopping | LEA | 09/04/01 | 09/04/02 |
| Employment | Sign up for Summer Youth Employment Program, start eligibility process for VR, explore eligibility for Vocational Internship Program, participate in tours, meet with recruiters | Gary Transition LEA | 09/04/01 | 09/04/02 |
| Adult Living | Learn how to apply for Social Security Card, a driver's license, and sign up for Selective Service. Develop portfolio. Attend ADA Workshop | Gary Transition Mama Transition LEA Gary Transition and LEA | 09/04/01 | 09/04/02 |
| Daily Living Skills | Sign up for ILC | Gary Transition and LEA | 09/04/01 | 09/04/02 |
| Functional Vocational Evaluation | Take CAPS and COPS | Gary Transition and LEA | 09/04/01 | 09/04/02 |
| Related Services | Counseling | Gary Transition and LEA | 09/04/01 | 09/04/02 |
| Other | Attend Substance Abuse Groups at TASC | Gary Transition and TASC | 09/04/01 | 09/04/02 |

Special Education Services §300.347(a)(3)

| Special Education Services | Initiation Date | Frequency/Amount | Duration | Location | Providers Position |
|---|-----------------|---------------------------|-------------|--------------|--------------------|
| Transition Skills Class - Comparison shopping, balancing a checkbook (functional math skills), math computation and reasoning skills, learning how to apply for adult services, voting, taxes, application processes for employment, self-advocacy, educational rights, ADA, etc. | 09/04/01 | 50 min. X 4 Days per Week | 2 Semesters | Resource Rm. | LEA |

| Related Services | Initiation Date | Frequency/Amount | Duration | Location | Providers Position |
|--------------------------------------|-----------------|--------------------------|-------------|-------------------|--------------------|
| Counseling – Personal and Vocational | 09/04/01 | 50 min. X 1 Day per Week | 2 Semesters | Counseling Office | LEA |

| Supplementary Aids and Services | Initiation Date | Frequency/Amount | Duration | Location |
|---------------------------------|-----------------|------------------|----------|----------|
| | | | | |
| | | | | |

| Program Modifications or Supports for School Personnel | Initiation Date | Frequency/Amount | Duration | Location |
|--|-----------------|------------------|--------------|--------------|
| Attend Transition Services Workshop | 09/06/01 | 1 X per year | 3 Days Conf. | Prescott |
| Attend ADA Presentation at the CEC State Conference | 02/08/02 | 1 X per year | 90 min. | Phoenix |
| Training for implementation of modifications/accommodations in IEP | 09/10/01 | 1 x per year | 90 min. | HS Conf room |

Non-Participation in Regular Class Activities §300.347(a)(4)

Provide an explanation of the extent, if any, to which the student will **NOT** participate with non-disabled students in the general curriculum, extracurricular and nonacademic activities, and program options. If necessary, attach an additional page. Include consideration for any potential harmful effects of the placement on the student or the quality of services.

Gary will participate in a Transition Skills Class for 50 minutes a day, 4 days a week, to obtain the extra support he needs in the areas of mathematics and transition services. This course is offered through the Exceptional Student Services Department as is for Exceptional Education students only. In addition, Gary will receive individual counseling from the school psychologist/caseworker for 50 minutes, 1 day a week, for the duration of the school year. Potential harmful effects are non-inclusion for 15% of the school day. However, the benefits of receiving individualized instruction and counseling in the needed areas outweigh any potential harmful effects.

Accommodations and Modifications for Instruction and Assessment §300.347(a)(5)

| Accommodations | Modifications |
|---|--|
| Provisions made in how the student accesses/demonstrates learning. | Changes in what the student is expected to learn or demonstrate. |
| Gary will be permitted to use a calculator in all math related activities including standardized testing. | Instruction: Gary will receive modified curriculum in math at the functional and essentials levels, he will have revised competencies, some of the content standards will be adapted by dividing them into smaller parts, and some of the performance objectives will be modified. |
| Gary will also be given time and a half to complete math assignments and any informal or formal math testing. | Assessment: Gary will take the AIMS math assessment at the functional and essential levels- based on the levels in which he is receiving instruction on each math standard. |

☐ Yes, the student will participate in assessment *without* accommodations or modifications.

☒ Yes, the student will participate in assessment with accommodations or modifications as listed above ****.

| Assessment | ** Instructional Level | *** Testing Level: | Out of Level |
|--|---|--|--------------|
| *AIMS or AIMS-A *For graduation, specify the level student must achieve for graduation from high school (i.e. approaches, meets, exceeds standards) | Writing <u>Proficiency level</u> | Writing <u>Proficiency level</u> Approaches or Meets Standard | Y N |
| | Reading <u>Proficiency level</u> | Reading <u>Proficiency level</u> Approaches or Meets Standard | Y N |
| | Math <u>Functional level & Essentials level</u> | Math <u>Functional level & Essentials level</u> Approaches or Meets Standard | Y N |
| STANFORD-9 | Language <u>Proficiency level</u> | Language <u>Proficiency level</u> | Y N |
| | Reading <u>Proficiency level</u> | Reading <u>Proficiency level</u> | Y N |
| | Math <u>Functional level & Essentials level</u> | Math <u>Functional level & Essentials level</u> | Y N |
| SCHOOL-WIDE ASSESSMENT | Content Area _____ | Content Area _____ | Y N |
| | Content Area _____ | Content Area _____ | Y N |
| | Content Area _____ | Content Area _____ | Y N |

** AIMS Instructional levels: Functional, Readiness (Kindergarten), Foundations (grades 1-3), Essentials (grades 4-8), Proficiency (grades 9-12) and Distinction (honors)

*** AIMS and AIMS-A tests given at grades 3, 5, 8, and 10 or ages 9, 11, 14 and 16

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| <p align="center">Statement of Progress Toward Goals §300.347(a)(7)</p> <p>How will the parents be regularly informed of their child's progress toward annual goals and the extent to which that progress is sufficient to enable the child to achieve goals by the end of the year?</p> <p>Gary and his parents will be notified in writing quarterly of Gary's progress on his IEP goals. However, if Gary's grades fall below a C, or his progress toward his goals is below 25% quarterly, or his behavior begins to deteriorate, they will be notified by phone immediately.</p> | | |
| <p align="center">For Students in a Private Residential Facility §300.302 and ARS 15-765</p> | | |
| <p><input type="checkbox"/> The Exit Criteria have been developed and are attached.</p> | | |
| <p><input checked="" type="checkbox"/> Not applicable, the student is not placed in a private residential facility</p> | | |
| <p align="center">Extended School Year Services §300.309 and §ARS 15-881</p> | | |
| Eligibility Criteria for ESY | Decision | ESY Services to be Provided |
| <p><input type="checkbox"/> Eligibility and a statement of services for ESY have been determination and are attached</p> | <p>No ESY needed at this time. Gary's educational regression over school breaks is consistent with non-disabled peers.</p> | |

APPENDIX A

COURSE DESCRIPTIONS FOR COURSE OF STUDY

Introduction to Family and Consumer Sciences 1-2

Two-semester course, grade level 9, 10 (for those with no previous Family & Consumer Sciences courses)

Prerequisite: None

Intro to FACS is designed for freshmen to explore skills necessary to function now and in the future. First semester topics include managing personal resources, as well as school life, developing healthy relationships, building a positive self-image, working with young children and exploring various aspects of clothing design and production. Second semester topics include practicing safety and sanitation, applying the basic principles of nutrition and food preparation, analyzing the effects of biotechnology on food, and developing strategies to deal with critical teen issues.

Human Relations 1-2

Two-semester course, grade level 11, 12

Prerequisite: None

Human Relations provides opportunities for young adults to succeed in their careers and in social situations by developing critical thinking, decision-making, and communication skills. Students learn to accept personal responsibility for attaining and maintaining a healthy lifestyle. Units of study include Introduction to Psychology, Understanding Human Behavior, Personality Theories, Mental Health, Communication, Decision-Making (issues of substance abuse covered here), Goal Setting, Human Sexuality, Interpersonal Relationships, Multicultural Lifestyles and Consumerism. Emphasis during first semester is on personality development, while second semester focuses on relationships.

Quest 1-2

Two-semester course, grade level 10, 11, 12

Prerequisite: None

This course is divided into twelve units, beginning with communication skills. One unit is designed for teacher and students to involve parents in classroom activities. Other subjects include self-concept, self-awareness, friendship, family, marriage, parenting, substance abuse, personal finances, careers and goal-setting and individual philosophies. Skills emphasized within these units are thinking, feeling, decision-making, communicating and action. Projects completed by students include such activities as reading, research, writing, listening, discussion, service to others and self-evaluation.

Family and Consumer Sciences- Diversified Work Experience 1-2

Two-semester course, grade level 10, 11, 12

Prerequisite: Coordinator approval

This is an interdisciplinary program providing on-the-job experiences for students in the occupational cluster of their career interest. This program allows students to have a choice of the type of classes they will take and permits the trainee to receive the highest possible concentration of learning experiences. Students must work a minimum average of 10 hours per week at a paid job or 180 hours per one-half unit of credit. Maximum one credit per four years.

Introduction to Leadership (LET-1)

This course is an introduction to responsible citizenship and discipline designed to provide the student with a broad overview of JROTC, development of self-confidence, role of a leader, teamwork, and basic communications, skills.

Intermediate Leadership (LET-2)

This course is a continuation and broadening of the JROTC motivational skills and knowledge gained in LET-1 designed to increase the students' awareness of group behavior, respect for authority and basic organizational concepts of unit operations.

Applied Leadership (LET-3)

This course provides an expansion of the knowledge gained in LET-1 and LET-2 and is designed to permit students to exercise quality leadership over their respective JROTC unit activities. Historical perspectives of the U.S. Army are presented as well as material on service career opportunities.

Lifetime Sports 1-2

Two-semester course, grade level 9, 10, 11, 12

Prerequisite: None

This course covers a definition and skill development in a variety of individual sports with carry-over values for participation during adult life. Emphasis will be on rules, basic skills and participation. Weight Training will be a major component of this course. Dressing out for the activities is highly recommended but not mandatory.

APPENDIX B

LIST OF ACCOMMODATIONS, MODIFICATIONS AND PROGRAM SUPPORTS FOR SCHOOL PERSONNEL

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| <p style="text-align: center;"><u>ACCOMMODATIONS</u></p> <p>Accommodations are provisions made in how the student accesses or demonstrates learning.</p> <p>Accommodations:</p> <ul style="list-style-type: none"> ▪ do not substantially change instructional level or content ▪ do not significantly change the performance criteria ▪ provide student an equal access to learning ▪ provide student equal opportunity to demonstrate what he knows ▪ are based on individual strengths and needs ▪ may vary in intensity and degree <p>Organization:</p> <ul style="list-style-type: none"> ➤ providing peer assistance with organizational skills ➤ assigning volunteer homework buddy ➤ allowing student to have extra sets of books at home ➤ providing student with a home assignment notebook <p>Assignments:</p> <ul style="list-style-type: none"> ➤ giving extra time to complete work ➤ reducing homework assignments ➤ allowing computer-printed or typewritten assignments prepared by the student or dictated by the student ➤ simplifying directions ➤ giving frequent short quizzes and avoiding long tests ➤ recognizing and giving credit for student's oral participation in class <p>Assessment:</p> <ul style="list-style-type: none"> ➤ changing time of day for administration of test ➤ providing special lighting ➤ administering test in a small group ➤ administering test individually in separate location | <ul style="list-style-type: none"> ➤ signing oral directions using exact translation ➤ following a flexible schedule ➤ extending time ➤ administering test in several shorter sessions ➤ allowing frequent breaks during test ➤ simplifying language in directions ➤ giving test at home ➤ allowing student to give answers on tape recorder ➤ providing a calculator, abacus or arithmetic tables <p>Classroom Organization /Management:</p> <ul style="list-style-type: none"> ➤ preferential seating ➤ frequent feedback ➤ predictable structure and routine ➤ positive reinforcement ➤ consistent expectations <p>Technology:</p> <ul style="list-style-type: none"> ➤ providing large print ➤ providing a calculator ➤ making a typewriter available ➤ making a computer available ➤ providing and training in use of a Braille ➤ providing and training in of communication devices ➤ making an auditory trainer available ➤ using a CCTV ➤ providing training in use of necessary technology devices ➤ providing assistance with technology devices <p>Lesson Presentation:</p> <ul style="list-style-type: none"> ➤ providing peer tutoring ➤ providing a peer notetaker ➤ providing written outline ➤ allowing student to tape-record lesson ➤ using computer-assisted instruction ➤ breaking longer presentation into shorter segments ➤ assisting the student to find the main ideas by underlying, highlighting, cue cards, etc. |
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| <u>MODIFICATIONS</u> | <u>PROGRAM MODIFICATIONS AND SUPPORTS TO SCHOOL PERSONNEL</u> |
|--|--|
| <p>Modifications are substantial changes in what a student is expected to learn and demonstrate. The changes/modifications include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ instructional level (grade level); ▪ content standards and performance objectives/benchmarks; ▪ the number of key concepts mastered within a performance objective; ▪ the key skills to be mastered in a performance objective; ▪ the knowledge to be mastered; and ▪ in performance criteria. <p>Instruction:</p> <ul style="list-style-type: none"> ❑ adapting the content standard (dividing it into smaller parts) ❑ modifying the performance objectives/benchmarks ❑ decreasing the number of key concepts to be mastered in a standard ❑ changing the instructional (grade) level ❑ supplementing the instructional materials ❑ adjusting the skills, knowledge, and concepts in the general curriculum <p>Assessment:</p> <ul style="list-style-type: none"> ❑ administering the test at the student's instructional level ❑ changing the criteria for mastery ❑ limiting the number of concepts, knowledge or skills to be mastered. | <p>Materials:</p> <ul style="list-style-type: none"> ◆ using recorded books ◆ reading high interest/low vocabulary materials ◆ using self checking material ◆ modifying content standards ◆ changing performance objectives/benchmarks ◆ developing specialized material required to meet the student's needs <p>Consultations:</p> <ul style="list-style-type: none"> ◆ providing and explaining instructional materials ◆ suggesting instructional strategies to ensure that the teacher provides opportunities for the student to develop and master skills in the IEP and other necessary instructional needs ◆ being available to answer questions and to provide assistance and support to the teacher ◆ explaining the responsibilities for implementing the IEP ◆ providing copies of the IEP <p>Training Activities:</p> <ul style="list-style-type: none"> ◆ behavior management ◆ implementation of modifications and accommodations included in the IEP ◆ Implementation of the IEP ◆ characteristics associated with each disability ◆ affective use of paraprofessionals ◆ assistive technology devices and services <p>Other Services:</p> <ul style="list-style-type: none"> ◆ co-teaching ◆ peer tutoring ◆ buddy system ◆ volunteers ◆ paraprofessionals |

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